|  |  |  |
| --- | --- | --- |
| **TITLE 1 ELEMENTARY 2011-2012** | | |
| *All Missoula County Public School Students will achieve, regardless of their circumstances.* | | |
| **Goal Area** | **Goals** | **Action Plan** |
| **Student Achievement** | |  |  |  |  | | --- | --- | --- | --- | | Year | 2010 | 2011 | 2012 | | All K-2 students will be proficient in phonemic awareness, phonics, vocabulary, comprehension and fluency as measured by program and district assessments, DIBELS, and Measures of Academic Progress (MAP). | 90% | 93% | 95% | | All 3-5 students will be proficient in reading comprehension, vocabulary and fluency as measured by program and district assessments, curriculum-based measures (CBMs), DIBELS, Measures of Academic Progress (MAP) and performance on the MontCAS CRT. | 90% | 93% | 95% | | All K-2 students will be proficient with numbers, operations, geometry and measurement as measured by program and district assessments, and Measures of Academic Progress (MAP). | 78% | 84% | 90% | | All 3-5 students will be proficient in content and process math standards as measured by program and district assessments, curriculum-based measures (CBMs), Measures of Academic Progress (MAP) and performance on the MontCAS CRT. | 78% | 84% | 90% | | Support school Title I plans that include evidence-based implementation of Response to Intervention models including:   * 90 minutes, daily, replacement classes in math and reading for intensive identified students (more than 2 years behind grade-level) * 45 minutes, daily, additional classes in math and reading for strategic identified students (1-2 years behind grade-level) * In program strategic interventions for students less than one year behind grade-level * Creation of data teams at each school * Regular data team meetings (a minimum of twice monthly) to reflect on and systematically adjust to meet student academic needs   Support school-based Title I plans that include:   * strategies to ensure that all students are proficient readers by the end of grade 3 * strategies to ensure math proficiency for all students * after school and summer opportunities to increase literacy and math achievement * research-based transition to kindergarten program * research-based, voluntary summer bridge program to ease transition from 5th to 6th grade for students in the 35th-49th percentile in reading and math scores |
| **Staff Supervision & Evaluation** | * All staff will be evaluated annually using MCPS Teacher Evaluation Process | All staff will be observed and evaluated annually.  Title 1 staff will develop personal, professional goals that provide opportunities for reflection and growth. |
| **Professional**  **Development** | * Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff. | Provide four full-time instructional coaches to provide ongoing, job embedded professional development in literacy and math across the content areas, K-12, aimed at increasing student achievement at the classroom-level:   * differentiated instruction * assessment for learning * planning effective instruction * environment for learning * fidelity of intervention strategies with a focus on early intervention * specific interventions and strategies to meet the needs of struggling learners including DMI, Do the Math, Fast Math, Soar to Success, SuccessMaker, and Waterford * use of data (DIBELS, Measures of Academic Progress-MAP, MontCAS CRT, Curriculum Based Measures - CBMs, in program assessments, and district-level assessments) to inform instruction * use of technology as a tool for teaching and learning   Provide Developing Mathematical Ideas courses for all district K-8 teachers.  Support professional learning communities (including study/book groups) on research-based instructional strategies, use of data, and content specific topics. |
| **Professional**  **Development (continued)** | * Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff. | Send representatives to targeted national conferences and training sessions (National Council for Teaching of Mathematics, International Reading Association, Association for Supervision and Curriculum Development).  Provide ongoing training for Title I instructional coaches and administrators to ensure they are up to date on the most recent research and evidence-based best practices. |
| **Restructuring** | * Restructure the organization to become more efficient, effective and accountable to support the goals of the district. | Increase in the number of instructional coaches from 3.5 FTE to 4.0 FTE.  Provide instructional coaches to support K-8 math and literacy goals.  Support staff learning through district courses to deepen teacher content knowledge and understanding of evidence-based best practices to reach district K-12 student achievement and high school completion rate goals.  Consolidate federal programs grants administration expenses and divide workload of federal programs grants administration and curriculum duties between two full-time staff members. |
| **Community Involvement** | * Cultivate and enhance staff, student, parent, business and community involvement. | Staff a family/student outreach center at each Title I school, Family Resource Center Specialist (FRC Specialist).  FRC Specialist will organize monthly activities aimed at increasing parent involvement in student academics, including literacy, math, understanding test results, and other relevant topics. FRC Specialists will keep records of activities and participants.  Provide training to FRC Specialists on literacy, math, understanding test results, the use of technology as a tool for teaching and learning, and other relevant topics.  Support quarterly professional learning community sessions for FRC staff to share ideas, study topics of interest, and brainstorm solutions.  Manage RIF grant to distribute books to students up to 3 times per year.  Support school-level Title I plans that include:   * interaction between school and community parent groups * use Parent-Teacher-Student Compact as a tool for goal setting and monitoring progress * training for parents on literacy, math, understanding test results, and the use of technology as a tool for teaching and learning * facilitation of book groups for parents, led by FRC staff, to deepen understanding of student academic needs * participation and communication with families in the Graduation Matters Missoula initiative * development of a school-specific informational Title I brochure |